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A complete educational program from elementary and secondary education through the colleges and universities ought to accomplish at least two things. First, there should be every opportunity for the proper education of the masses and, second, adequate training of leaders. The combination of an intelligent people and competent leaders is necessary not only to make the world safe for democracy, but to make democracy safe for the world. The degree to which panaceas for social ills will be embraced depends upon the level of general intelligence. The degree to which we can carry forward sound social reforms depends both upon the ability of our experts and the general intelligence of our people. These in turn are dependent upon an efficient secondary-school system and its proper co-ordination with higher educational institutions in which there is the opportunity to do graduate work and research of the highest order.

DISCUSSION BY RALPH E. HEILMAN

As I understand Dean Marshall's position, it is substantially as follows:

First. Our public and high schools are at the present time undergoing a fundamental reorganization.

Second. The outcome of this reorganization will probably be the establishment of an arrangement consisting of six years in the grade school, followed by three years in the junior high school, and three years in the senior high school; upon completion of which the student will have obtained the equivalent of the present first two years of college.

Third. In this rearranged high-school curriculum, a substantial amount of social and economic science should be required, particularly in the junior commercial high schools.

Fourth. This movement for the reorganization of the public educational system is deserving of the indorsement, support, and co-operation of this Association.

The reorganization of our public-school system, which Dean Marshall predicts, while radical in its character, will offer large advantages to the high-school students, to our collegiate schools of business and the work which they are endeavoring to do, and to society in general.

For those students who will go no farther than the junior high school, and who, upon completion of the junior-high-school course, will go to work, there will be important benefits. The study of a substantial amount of social and economic science, in the junior high school, will go far to give them an understanding of the economic system of which they are to become a part, when they begin their work. Nearly all of these students must take their places as clerical and routine workers, in the rank and file. But a study of economic science, reduced to its simple and elementary terms, would, in most cases, make them more efficient clerks and routine workers. Thus, because it would give to them a clearer knowledge of their work, it would enable them to understand their jobs in relation to the work done by others; it would give them a larger comprehension of the relation of their work to the activities of organized industrial society. This would produce an increased degree of interest in the work which they will have to do, and would therefore render

them more efficient and competent at that work. The commercial high schools, in their vocational courses, supply the tools with which the students are to make their living. If to these tools is added the study of economics, the latter will prove to be the whetstone upon which these tools may be continually sharpened.

Not only would such a study make of these young people better routine and clerical workers, but it would enhance their opportunity for advancement and promotion *out* of the clerical and routine group. Economic science, properly taught in the high school, will give to the student a better understanding of industrial society, a broader knowledge of its economic machinery, and a more thorough understanding of the productive, the distributive, and the business apparatus of society. This will open to the more ambitious, able, and energetic pupils the doors of opportunity, and will enable many of them, in later years, to find their way out of clerical employment, and to rise to places of larger importance and responsibility.

These statements, of course, rest upon the assumption that the fundamental principles of economics can be successfully taught in the secondary schools, and that it is possible to present to students in such schools the elementary principles that underlie everyday business actions and business practice. This assumption is, in my judgment, perfectly sound.

Another advantage which will follow from the educational rearrangement, which the author of the paper sees working itself out, is the lengthening of the average period of school attendance. Under the present system the majority of the pupils end their educational training with the eighth grade. In the typical case the student completing the eighth grade is fourteen years of age. That is, he starts at six and spends eight years in school. Under the proposed rearrangement many students would, it is fair to suppose, complete the junior-high-school course, who, under the present system, would stop with the eighth grade. For they would be too young to begin work upon the completion of six years in the grade schools. Therefore, they would enter the junior high school, and having finished two years of the course by the time they are fourteen (the age at which they are permitted to begin work in most states) they would complete the junior-high-school course with an additional year in school. This would carry such students through their fifteenth year. This would mean for them one year more in school, and the completion of two grades more than otherwise would be the case. The tendency of the educational readjustment to which Professor Marshall refers, would be to establish the completion of the junior high school, rather than the completion of the eighth grade, as the logical stopping-place for that great army of boys and girls who must take their places in industry early in life. Such a result would constitute a vital social gain. It would contribute largely toward improvement and elevation in the general scale of education and intelligence.

How would the rearrangement of our educational system, described by the speaker, affect our collegiate schools of commerce, and the work which they are endeavoring to do? In my judgment it would affect them most favorably,

because it would enable them to become, in a real sense, professional schools. At the present time our university schools of business all announce themselves as being professional schools; but as a matter of fact, they are this only in part. For fully half of their time is taken up in general work of a purely informational and cultural character, such as is usually offered in a college of arts or science. But with the educational system so rearranged that students entering our schools of business of university grade would have completed in the senior high school the equivalent of the first two years of an arts course, our university schools would be able to eliminate, in large part, this purely general work. This would give an opportunity to our collegiate schools to provide in their curriculum something in the nature of real practice, laboratory, or clinical work. The purpose of such work would be to familiarize students with the actual technique and practice of business.

University schools of commerce are in their infancy. As yet, in most of our institutions, we have nothing which corresponds to the hospital training of the medical student; the moot court or the legal aid society for the law student; the clinic and infirmary for the dental student; or the shops for the engineering student. Up to the present time our instruction has been confined largely to textbooks and lectures. In our classrooms we teachers glibly discuss the organization and methods of the purchasing department, the sales department, the advertising department, the employment department, the accounting department, the planning department, the production department, etc., but the typical student never sees these departments functioning. He is never brought into actual contact with them. The whole curriculum lacks actuality and reality to him. Indeed, in most cases, instruction is given by men who have had little or no personal contact and experience with the things about which they teach.

Our collegiate business education is in approximately the same condition as was medical education in its early days. Forty years ago the medical course consisted of two years, of seven months each. Each year consisted of a series of lectures. The second year's course consisted of a repetition of the same lectures attended the first year. There was no organized hospital or clinical work. Our business education has not progressed far in advance of this point.

How to provide the student with the actual practice or laboratory work which will enable him to relate his instruction to actual practice and conditions in the business world, is the great unsolved problem of business education. The heart of the difficulty is that, at the present time, in the four-year curriculum of the collegiate schools of business, there is neither opportunity nor time to introduce practice work, field trips, co-operative education with business houses, or similar arrangements. But with the reorganization of our educational system, prophesied by Dean Marshall, there will be both time and opportunity to introduce into the collegiate curriculum that element of laboratory work which will enable us to show the relation of every law and principle to the industrial and business activities of the community. Just how this is to be done I do not know. But it seems clear that if this result is to be achieved,

either our collegiate schools must develop into graduate schools, with the student's purely cultural and liberalizing work completed before he enters; or, if they are to remain undergraduate schools, they must be able to command a larger portion of the student's time for the actual study of business. The first course is impossible, for most of our institutions. Therefore, it seems to me that the proposed educational rearrangement, under which the student will get much of the elementary college work in the senior high school, offers larger hope.

Mr. Marshall's paper has rendered, in my judgment, an important service in pointing out to us a most important field for our thought and study. He has called our attention to a service of usefulness which can be performed by this Association. I therefore heartily indorse the proposal for the appointment of a commission to study and report to this Association upon the important problem of the relation between collegiate schools of business and our system of secondary education.

DISCUSSION BY W. A. SCOTT

I wish to add the emphasis of my own convictions to two points brought out in Mr. Marshall's paper. One is the importance of improving the character of commercial education in our secondary schools, and the other is the duty of this Association in this matter.

I believe with Mr. Marshall that the curricula, the methods of instruction, and the ideals of our secondary commercial schools are radically defective, and that their transformation into what they should be is one of the most important educational problems of our day. Their present unsatisfactory condition is common knowledge among all who are familiar with them, and Mr. Marshall's diagnosis is, in my judgment, essentially correct. If proof were needed of the importance of putting these schools right, it would be sufficient to cite the fact that a large and increasing percentage of the students of our secondary schools are taking the commercial courses, that most of the business men of the future will receive in these courses whatever training they get both for business and for life, and that these courses present an opportunity for properly training the laboring class of the future. Regarding the importance to society of utilizing to the utmost the opportunity for training these and the other elements in the constituencies of our secondary commercial schools, there does not seem to be room for difference of opinion.

The duty of this Association toward these secondary schools also seems to me to be clear. We should take the initiative in the work of helping them to do what they should. We ought to be better able to render this service than any other organization because the study of the best means of training business men is our peculiar job and we have a direct interest in the matter, since many of our own students are coming, and are bound to continue to come, from these schools, and since the training of teachers for these schools is one of our functions.

I therefore cordially second Mr. Marshall's suggestion that a commission be appointed for the study of this important subject.